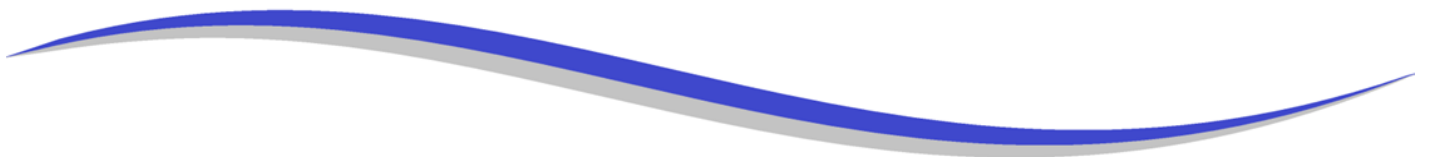




BAAL News

Issue 105

Summer 2014



British Association for Applied Linguistics

Promoting understanding of language in use.

<http://www.baal.org.uk>

Registered charity no. 264800



Editorial

Dear BAAL members,

Number 105 of the BAAL newsletter focuses predominantly on reports from our *Applying Linguistics* fund. Since 2012, BAAL has supported a number of projects that specifically focus on the *applied* aspect of research: projects that are aimed at a specific audience or ‘user group’. In this issue of the newsletter, we provide reports from five of the projects.

As usual, the newsletter includes a number of book reviews. If you are interested in reviewing a publication, please contact our Reviews Editor— details at the end of the reviews section.

With best wishes,

Sebastian Rasinger

Newsletter Editor



47TH ANNUAL MEETING OF THE BRITISH ASSOCIATION FOR APPLIED LINGUISTICS

Learning, Working and Communicating in a Global Context

Dates: 4-6 September 2014

Venue: University of Warwick, Coventry

This year's conference is organised by the Centre for Applied Linguistics at the University of Warwick. Warwick is a modern campus university that is currently rated as 3rd in the world in the Quacquarelli Symonds ranking of the top 50 universities under 50 years old. Set in a leafy, self-contained campus, the venue is ideally located within ten minutes from Coventry railway station and central to England's motorway network with easy access to the M1, M6, M40 and M42. Birmingham airport is 45 minutes away by train. The campus is easily accessible by car and there are regular buses to local tourist attractions such as Kenilworth Castle, Warwick Castle and Shakespeare's birthplace, Stratford-upon-Avon. We promise a memorable social programme which will include our gala dinner and entertainment.

Registration now open:

http://www2.warwick.ac.uk/fac/soc/al/research/conferences/baal_2014/

PLENARY SPEAKERS

Suresh Canagarajah, Pennsylvania State University, USA

Michael Haugh, Griffith University, Australia

LOCAL ORGANISING COMMITTEE: Tilly Harrison , Stephanie Schnurr , Sue Wharton Jo Angouri



Applying Linguistics Fund

Engagement with research in foreign language education in the UK

Since 2012, the BAAL Applying Linguistics Fund supports members by offering up to £10,000 for carrying out activities which link research and application. The fund is available for a single activity or a series of connected activities that bring BAAL members (including students) together with research users (e.g. policy makers, teachers, companies, lawyers, police, community groups, health workers).

The first report comes from project leader Emma Marsden and PhD students Rowena Hanan and Abigail Parrish at the University of York. The team is working in collaboration with the Association for Language Learning to enhance and investigate 'Engagement with research in foreign language education in the UK'. The project consists of two main strands – a survey and a workshop. Emma and her colleagues provide the following report.

The day of workshops, 'Researching Foreign Language Teaching in Primary Schools', took place on February 14th 2014 at the University of York. Approximately 40 teachers and teacher educators attended workshops led by academics and PhD students, from the Universities of York (Marsden, Hanan, Taylor, Parrish, Handley, Bostancioglu), Reading (Graham, Courtney) and Southampton (Mitchell, Porter). They focussed on five core strands: ICT in the primary foreign language classroom, Motivation attitudes and identity, Progression in grammar and vocabulary, Teaching foreign language literacy, and Transition from primary to secondary school. The workshops provided the opportunity for delegates to read about and then design small action research projects, with the aim of carrying them out in their own institutions, with some guidance from the workshop leaders. Several projects are currently underway looking at topics related to primary foreign language teaching, such as the effect of gender on motivation to learn a foreign language, the role of the written word in developing vocabulary knowledge, and grammar teaching for EAL pupils.

The online survey is gathering quantitative and in-depth data on the extent to which those working in foreign language education in schools engage with research. It also elicits attitudes towards research, such as perceptions of its relevance and importance, and of the nature of 'evidence'. In addition, the data will help to identify the relative importance of a range of barriers that prevent practitioners from engaging with research, including consuming and doing research. This detailed, 15 minute survey has been sent out via many national networks of teachers, trainees, and teacher educators, in both the primary and secondary sectors. It was also actively promoted amongst delegates at ALL's Language World conference in April. The team are currently analysing the 135 responses received, as well as sending out another '1 minute survey' to gather a larger number of responses to gather basic data about activity and barriers. The findings from these surveys will be presented in a poster at the BAAL Conference in September. The project has also indirectly led to a range of other activities including two funding proposals to continue research and development work with school teachers.

Emma Marsden, Abigail Parrish, Rowena Hanan



Language & Communication for Police Interviewers: Training, Evaluation & Development (Interim Report)

Since receiving the *Applying Linguistics* funding in the summer of 2012 we have been engaged in piloting a novel training model for police interviewers, grounded in linguistic theory. So far we have delivered the training to South Yorkshire Police (SYP) as part of their training course for Advanced Interviewers (AIs), and to Sussex Police as a standalone component for officers already trained to AI level. We are due to deliver the third outing of the material to Greater Manchester Police on the 10th of July this year. This innovative activity takes as its point of departure the observation that the application of social scientific research, including that within sociolinguistics, has “traditionally been characterised in terms of the authority of social scientists’ definitions, where the researcher possess the expertise...and judges the adequacy of participants’ knowledge against that expertise” (Wiggins & Hepburn, 2007: 290). In contrast to this, the activity reported on here focuses on explicating the knowledge and skills of practitioners for the benefit of their own professional practice, highlighting areas of good practice as well as instigating a general awareness of the effects of particular discursive choices. Further to this, it involves the participants – practicing police interviewers – at every stage of the process. Since language is the primary medium through which the daily working activities of organisations are conducted (Drew and Heritage, 1992), it is clear that sociolinguistic research has an important role to play in the strive for best practice.

The intention has been to enable participants to gain an understanding of the underlying principles of communication (e.g. turn-taking, pragmatics), a better understanding of the discursive roles of interviewer and interviewee, and an introduction to the concept of language and power. We have illustrated this with examples from our own research throughout (see Haworth 2006; 2009; 2010; 2013, MacLeod 2010; 2011). Perhaps most importantly, attendees on the first course were asked to provide their feedback on the content of the training through two methods – an individual written feedback form (FF) and a one hour focus group (FG). Their input guided the content of the subsequent course, where

the process was repeated. Feedback from the second course has now been incorporated into the material intended for the third session, whose attendees will also take an active role in the design process for the next planned research project, and perhaps more crucially into the development and adaptation of the training to ensure that it is as relevant and useful as possible to practitioners.

Feedback gathered through these means supports our assertion that sociolinguistic research has a number of important contributions to make to interview training models. Many participants indicated that the input had enabled a fresh and novel insight into their own interviewing practices, and had alerted them to new areas that might warrant their attention in future. One clear theme that emerged from the feedback was that we had succeeded in pitching our input as being more concerned with explicating the processes at work than with necessarily making recommendations for best practice:

I think it's an awareness and an understanding that you need to know earlier in your career that this could have an influence on what you're doing. I don't think you need to know in great detail but you need to have an awareness of it is what I'm trying to say

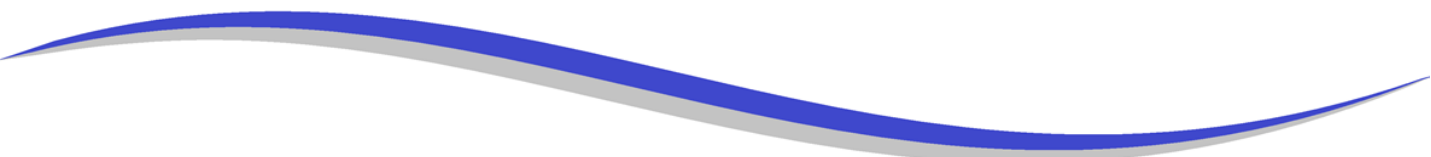
[Course attendee, SYP, FG]

In terms of the methods of delivery, there was near-consensus at SYP in the request for more practical examples (at the expense of some of the more theoretical input):

Much as I found the theory interesting I think a half day front loaded approach is not long enough to fully grasp ideas. Some practical work would help cement theories into practice.

[DC, Public Protection Unit, SYP, FF]

With this in mind, we endeavoured to incorporate more practical examples into the materials, although compromising on theoretical content while maintaining the necessary focus on describing interviewer behaviour in sociolinguistic terms



was understandably challenging. There are obvious benefits in participants observing what actually happens in interviews (even though it has not thus far been possible to have them observing their own behaviour – this is discussed later). Feedback from the subsequent course indicated that we had gone some way to redressing the balance, with suggestions for *how* the practical examples could be used, as opposed to requests for more of them:

Would be useful to hear more interviews, i.e. tone and pauses, rather than see transcripts.

[DC, CID, Sussex, FF]

Get actors to read out your interviews - adds bit of variety.

[DC, Major Crime Team, Sussex, FF]

Budgetary constraints have not allowed for us to return to the forces in question in order to follow up on the extent to which our input has truly influenced the professional practice of the officers who attended our course. However, the feedback indicates a high level of enthusiasm and intention to consider linguistic and discursive matters more carefully in the future.

There has been some deviation from the original planned timescale of the activity, owing to a number of factors. Firstly, the tragic shooting of two police officers in Manchester on the day of our originally scheduled visit to Greater Manchester Police in December 2012 necessarily delayed that outing of the training. There then followed a one year hiatus on account of the birth of Dr Haworth's baby girl. We have only recently managed to secure a replacement date with GMP, after which we will be in a position to submit our final report and present our findings at BAAL 2014.

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Dr Kate Haworth & Dr Nicci MacLeod, Centre for Forensic Linguistics, Aston University.



Measuring communication among homeless footballers

Nick Wilson is currently working with an organisation called 'Street Football Wales' (SFW), a homelessness charity that promotes social inclusion and self-development through football. Nick's research aims to develop and test a system by which intra-team communicative performance can be assessed by non-expert observers, and the ultimate aim is to collect data that assesses the efficacy of team sport as a means of promoting interpersonal skills development among vulnerable people.

SFW organises regional leagues and manage two national teams who compete at the annual Homeless World Cup. These two teams, the Welsh Dragons (male) and Welsh Warriors (female), have provided the research site for this piece of exploratory research that aims to produce set of resources that will enable SFW to collect data on the communicative performance of their teams. Nick's report follows.

Street Football

Street Football Wales helps homeless people re-engage with mainstream society across Wales, by giving them a safe environment to develop teamwork and interactional skills, while also boosting their self-esteem. Each year SFW (and other similar organisations in other countries) sends teams to the Homeless World Cup, an international competition involving 70 countries. Street Football differs from other forms of football in that its overriding focus is on helping the players move towards re-engagement with mainstream society, and each team has several project support workers associated with it. SFW, and in particular the Welsh Dragons and Welsh Warriors, are entirely reliant upon charitable funding for their continued existence and one of the ways in which they can continue to attract funding is to demonstrate that the project makes a positive difference to the players' lives. Each year there is a new crop of players, and previous players often move into coaching or support roles which can provide focus to their hitherto chaotic lives. Moreover, for players, participation in the Homeless World Cup is an opportunity to experience a different culture, and crucially it is the opportunity to enjoy membership of a community and to have a defined role.

Fieldwork

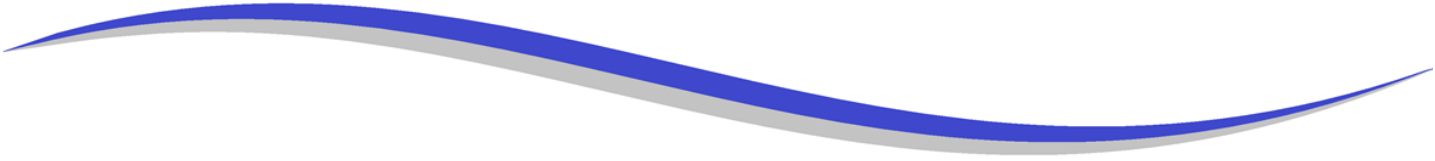
I approached this research from an ethnographic perspective, seeking to first find out through observation as much as possible about the two teams. This involved a combination of observations and interviews. Through initial discussion with team management and in line with the

ethical considerations outlined by my institution's ethics committee, I only interviewed members of the team staff, including coaches, managers, and support workers. Whilst the players were aware of my role as a researcher, I did not interact directly with them. The interviews provided information about the way in which the organisers of SFW saw communication as being relevant to them. This information was subsequently used in the development of a means of measuring team communication, using a scoring-based measure developed from SECTS: a questionnaire-based framework for measuring team communication in professional sports teams (Sullivan & Short 2011) One of the challenges faced here was to adapt it to be scored by participant observers, using a replicable and easily understood method. This adapted observational measure is referred to hereafter as the Observational Measure of Team Identity and Conflict (OMTIC). The details of this method are still being refined and the finished product will be presented at the BAAL conference in September.

One of the main reasons for devising an adapted observational measure is that many of the questions in the original SECTS questionnaire did not have any way of being identified within interaction and were only able to be assessed retrospectively from an individual perspective. Following several months of development, and discussions with colleagues and research assistants, the project is working towards providing support workers with a toolkit containing activities that can be used as part of training sessions and team-building days, alongside the assessment framework and user-friendly grids that can be used to mark down the interactional features observed within the activities for each of the teamwork communication categories. This toolkit will then be tested by SFW in July-August 2014.

Next Steps

The next step in the project is to provide training to the staff at SFW on how to use OMTIC. This will involve the production of a training manual/toolkit with details of the activities to be used for assessment, and detailed instructions on how to use the scoring mechanism. In addition to this, an on-line training video is also being made. Once trained, the teams at SFW will test the framework, and provide feedback on any suggestions for improvement as



well as the results they have gathered. This process will be repeated at regular intervals over the course of one season with the Welsh Homeless World Cup teams (summer 2014). Following an evaluation of the toolkit, analysis of the results and further consultation with SFW, the potential for rolling out the toolkit to SFW's regional leagues will be explored as well as its usefulness to other sports-based inclusion projects.

Acknowledgements

Many thanks to BAAL for funding this research, and to project research assistants, Dorottya Cserzo, Rowan Campbell, and Emily Cope for their help with transcription, and in developing the OMTIC framework.

Links

<http://www.streetfootballwales.org>

<http://www.homelessworldcup.org>

Reference

Sullivan, Philip J. & Sandra Short. 2011. Further Operationalization of Intra-Team Communication in Sports: An Updated Version of the Scale of Effective Communication in Team Sports (SECTS-2). *Journal of Applied Social Psychology* 41 (2). 471–487. doi:10.1111/j.1559-1816.2010.00722.x (5 February, 2014).

Nick Wilson

Centre for Language and Communication Research, Cardiff University

Improving communication between police and public

Overview

This award has supported a suite of three projects on the theme of legal-lay communication in policing. Each project took an engaged, situated approach by being enmeshed with users from the start. The three projects centre on three policing activities:

- A. responding to complaints about the police
- B. communicating in police settings with the help of an interpreter
- C. eliciting detailed accounts from witnesses

Each project has contributed to specific developments, respectively:

- A. improvements in the experience of the public, achieved through revising texts and textual processes
- B. improvements in access to justice for those who do not speak the language of the legal system achieved through developing linguistic skills by raising awareness and facilitating collaborative learning
- C. improvements in the quality and completeness of evidence obtained from witnesses through reflexivity on training methods

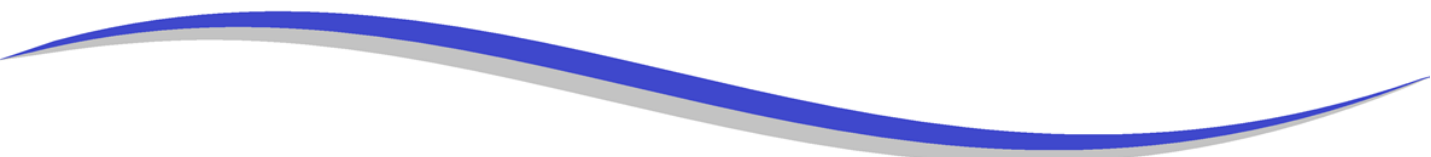
The BAAL funding was used for a range of purposes. One of the most positive of these was in funding promising young researchers to undertake some of the work on the projects or to subsidise their expenses. These academic collaborators were: Dr Ben Saunders, Dr Rachel Cohen and Mr Simon Ingham. Their collaboration has enabled the project to exceed its planned aims and objectives. Thanks are also due to Dr Kate Harrington and Professor Timothy Kaye who advised on legal definitions.

Project A: Responding to complaints about the police

This project was initiated by the Professional Standards Department of a police force. It centres on letters from that Department, in response to complaints against the police.

Project activities

The letters were reviewed in three stages: first examining their lexis, syntax, and discursal features; secondly, discussing their authors' writing practices, expectations and assumptions, with particular focus on the construction of meaning through writing; finally, discussing recipients'



professed responses, understandings and questions. This combination made it possible to present institutional writers with rich information about the texts they produced.

Main findings

The research found that the letters failed to achieve what police personnel intended for two reasons. First, readers did not understand what was being asked and offered and secondly, they frequently felt offended or angered by the letters. These matters were not previously understood by police. Finally the research indicated that letters are only part of the exchange between police and complainants, highlighting the importance of spoken communication too.

Project outputs and feedback

The research recommended changes to the letters. These were not simply prescriptive but were explored with writers through one-to-one sessions which equipped them to reflect more fully on their future writing too. Additionally, by highlighting the multimodality of complaints procedures, the project provided the impetus to re-visit procedures and their significance. One of the key practitioners commented: “This is a really useful exercise for me. I have viewed our letters from a completely different perspective.”

Project B: Communicating in police settings with the help of an interpreter

This project was initiated by public service interpreter trainers. The legal system expects interpreters to put clients on an “equal footing” with those not needing an interpreter (Shlesinger and Pöchhacker, 2010:2). Just one aspect of the unwieldiness of this suggestion is that neither trainers nor trainees can know how those lay people would understand legal terminology. The project investigates this.

Project activities

As with the previous project, research users were intimately involved in the research process. Interpreter trainers identified problematic terms, discussed focus group data which began to investigate these terms and ultimately discussed the design of a website, FuzzyLaw, to both collect lay understandings of the terms (flaw.cardiff.ac.uk) and disseminate them to practitioners (fuzzylaw.cardiff.ac.uk). FuzzyLaw is constantly updated with new entries from the public (fuzzylaw.cardiff.ac.uk/terms) and responses from practitioners (fuzzylaw.cardiff.ac.uk/commentaries).

Main findings

Focus group and online data reveal patterns in explanations of legal terms. For example, respondents connected the term “custodial sentence” surprisingly frequently to child custody rather than to its correct legal meaning of judge-imposed imprisonment. As well as enriching our understanding of lay people’s expressed understandings, FuzzyLaw asks where lay people claim to gain legal knowledge and how they might respond when confronted with unfamiliar terms.

Project outputs

As well as FuzzyLaw, the main intended outcome of project B, the work has gone further, fostering working relationships between police and interpreter trainers. This has resulted in permanent joint training sessions which have enabled interpreters and police to better understand one another’s language activities. A further unexpected outcome has been collaborative revision to a document, available in multiple languages, to explain the interpreter’s purpose to lay people needing their services in police custody. One respondent to FuzzyLaw noted that it has “changed the way I see the law” and the new documentation was greeted by one interpreter noting “it worked very well and I really want to thank you all for making this happen”.

Project C: Eliciting detailed accounts from witnesses

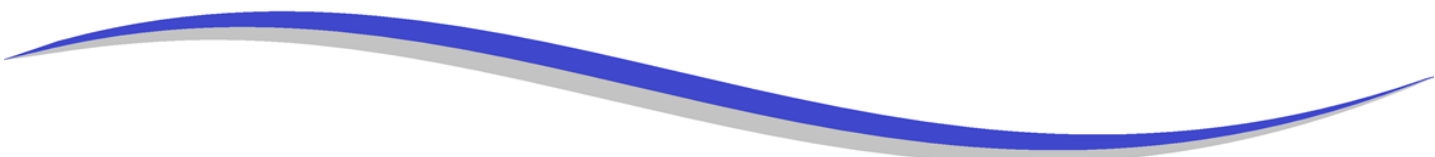
This project was initiated by a Police Interview Training Department. It examines an interview technique designed by interview trainers themselves. The technique, “Teach to Talk” is intended to “teach” witnesses to talk in legally necessary detail during investigative interviews. As in Projects A and B, officers directly engaged with eliciting and examining research data.

Project activities

This project focussed on the technique in use. Unfortunately only training data became available which potentially limited the outputs of the project. To minimise the effects of this limitation, the project added two methods: research interviews with trainers and mock investigative interviews with volunteer interviewees.

Main findings

Findings clustered in three main areas relating to: (1) differences between the intended and actual



implementation of the interview technique; (2) effects of the technique on interactions between officers and interviewees with particular attention to undesirable effects such as creating unintended implicatures; (3) interviewing as a practice whose multimodality influences interactional outcomes.

Project outputs and feedback

Recommendations from Project C have centred on the importance of considering the details of feedback to interviewees. The recommendations have been encoded in ways which are meaningful to practitioners, using their terminology and conceptual frameworks. This project also developed into work on other forms of communication with victims and witnesses. Trainers working on this project described it as ““ground-breaking from a training perspective and from a practice perspective” and a trainee noted that “As a consequence of the training, my interventions seem to be more effective and smoother, more confident, as I can focus on what is being said and how”.

Feedback

The most important feedback on these projects has been enthusiastic collaboration from each user group which remains constant even now that funded research has ended.

I have included specific comments on each project under “outputs”, above. BAAL members are invited to review feedback in the form of FuzzyLaw’s mini-articles (fuzzylaw.cardiff.ac.uk/commentaries) and to consider contributing (in 200-800 words), commenting on their own responses.

Deviations from the proposal

The funding from BAAL has been instrumental to achieving a wide range of impacts constructively and practically. Due to the involvement of multiple people from many sectors, who were involved voluntarily, some things took longer than anticipated. We were also able to achieve some things for a lower price than anticipated. For both of these reasons, spending the full amount of funding took longer than expected. We are grateful to those administering this fund for their patience as the project drew to a close.

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*Frances Rock
Cardiff University*



Assisting Africa

The final Applying Linguistics initiative reported here is unique among projects currently financed by the fund, in that its activities are focused outside the UK. 'Assisting in Africa' is a project led by Annette Islei of the BAAL Language in Africa SIG and Margaret Baleeta of Bugema University, Uganda. The project examines the teaching of literacy in the local language in Primary 1 in Kabarole District, Uganda, and the development of training materials for in-service teachers. The team works in close collaboration with teachers, the local Primary Teachers' College and a nearby university. Annette sends the following progress report.

We formed a core team with 9 teachers, 2 inspectors, 2 CPD tutors, and 3 lecturers, and held workshops to explore 'best practice'. We found that we could revive a traditional syllabic method of teaching reading, *Alifu*, and adapt it to the 2007 Thematic Curriculum. The teachers each picked an idea from our series of 4 workshops that they wished to use to improve their classroom teaching. We shared these in November 2013, and then began to organise the means of dissemination. As we all have the same core of ideas, materials can be written and adapted for use in the District and in the University. We are currently trialling a 'simple lesson plan', and have a video of one of our teachers demonstrating the basic method to teachers on a Diploma programme, using role play. The video, *Teaching literacy through a syllabic method for a Bantu language, Uganda*, can be found at the following url:

<https://www.youtube.com/watch?v=cHE6ypA-h3Y>

The Applying Linguistics Fund has also provided local language books and research books in literacy, shelved in the University School of Education, and a video camera.

It is difficult to explain how innovative this teacher has been. Kasaakya Harriet has written her own reading book on the theme of 'Accidents' (5 copies), and created a lesson that co-ordinates comprehension with lively practice in reading the name of its main character 'Obulema', focussing on syllables. Many teachers only write some words on the board for their pupils to memorise and copy. What Harriet most enjoys is that her real pupils try to finish early so they can come and pick the book to read themselves. Such teachers are treasures – other teachers respect them, and like to learn from them. What's new!

On behalf of the BAAL Executive Committee I would like to thank all APPLYING LINGUISTICS researchers for taking the time to provide reports of these remarkably worthwhile initiatives, and to wish them well with their respective projects in the coming months.

Tony Fisher

BAAL Media Coordinator



BAALnews Submission Deadlines

As always, the BAAL newsletter is looking forward to receiving submissions from members, be they reports from event, research developments, or discussion points. BAALnews is published twice a year: a winter issue, and a summer issue.

Please note that the submission deadlines for forthcoming issues are:

Winter 2014/15 (appears in January 2015): 9 January 2015

Please submit all material by email, with the subject line 'BAAL news' to:

sebastian.rasinger@anglia.ac.uk

Unless there is a very special reason, please submit material in Times New Roman, 12pt, left aligned (not justified). Please do not use text boxes, or try to format your contribution in any other way, as this complicates the reformatting. Thank you.



Book Reviews

Bargiela-Chiappini, F. (ed.) (2009). *The Handbook of Business Discourse*. Edinburgh University Press. ISBN 978-0-7486-2801-8. 528 pages. £100.00.

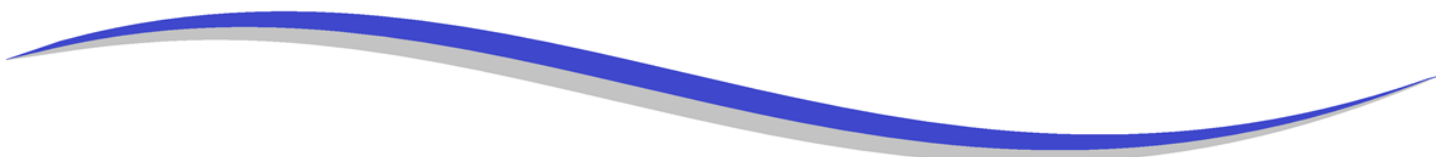
Taken as a whole, *The Handbook of Business Discourse* presents a somewhat staggering array of snippets and snapshots of diverse cultural and institutional contexts in which language at work is investigated by means of, or with reference to, various methodological approaches. As a handbook, it certainly meets, insofar as possible, the aim of comprehensiveness; and for people not reviewing the book, there is, of course, no need to swallow it whole (in fact, bite-sized chunks or dippings for referential purposes are highly recommended). Furthermore, there is little doubt that a researcher of language at work will find something, and most likely many things, of interest within its covers. The book contains fascinating insights and overviews of existing research and knowledge in its 37 chapters by 51 contributors from within the field of business discourse, as broadly defined. Yet, defining what business discourse actually is appears to present a considerable challenge from the outset, to which thoughtful consideration, but no answer, is given in the introduction by Francesca Bargiela-Chiappini herself.

The first chapter represents the investigation of business discourse as a multidisciplinary endeavour, encompassing various research traditions, such as 'linguistics, communication studies, organisation studies, critical studies, sociology, international management' (p.1), followed by an 'etc.', which points towards further, non-specified areas of research. In fact, Bargiela-Chiappini makes it clear in her introduction that she does not wish to impose limitations of definition through such delimitation, which she suggests is a somewhat futile attempt to resolve scholarly ontological insecurity, although she does present something of a narrative of her journey of prior discovery which has brought her to such a point of transcendence, which does also include some definitions en route. Nevertheless, the reader who has not quite reached the same stage of epistemological enlightenment might wish to have a slightly more coherent indication of what the handbook is actually about, if only to inform subsequent pickings from within its ample contents.

Furthermore, it would, perhaps, be nice to be accompanied along the way – the editor leaves us at the end of the introduction, never to return.

Although there is some cross-referencing between chapters, the four parts of the handbook contain no introductions or conclusions to pull the various strands together. Respectively, they deal with 'Foundation and Context', 'Approaches and Methodologies', 'Disciplinary Perspectives', and 'Localised Perspectives', which contains a somewhat random selection of countries, raising the question of why some are represented and others not (although this is, of course, inevitable). The Conclusions then contain three chapters on 'future horizons', which are, however, also contributed by other researchers. These are geographically defined and, somewhat oddly, the handbook finishes up with a chapter on Asia – odd, because of any such regional specificity as an ending in of itself; and even odder, as Asia is entirely missing from Part One, which likewise arranges its first three contributions on 'Foundation and Context' geographically, including New Zealand and Australia instead (along with Europe and North America, which are happily represented at both the beginning and the end). Moreover, the final chapter of Part One ends with a non-regionally defined chapter on 'Discourse, communication and Organisational Ontology'. In short, the book lacks some coherence of topic and symmetry, as well as conceptually facilitative orientation and summary for its readership.

Despite its somewhat loose organisation, the handbook contains lots of goodies. Unfortunately, the sheer wealth of them means that it would be problematic to favour any particular ones for the current review. Overall, the high quality of work in the handbook might be attributed to the relative freedom which the editor has, by her own admission, granted the contributors, who apparently represent scholars at various stages of career advancement, to sculpt their work into meaningful representations of methodological approaches, disciplinary orientations, and geographically-bounded cultural terrains. At the same time this means that the chapters do not always follow the same structure internally, which makes it more difficult for the reader of more than just one of them to gain the bigger picture. With such a range of contributions, moreover, they



are necessarily restricted in length. With the need to introduce methodological approaches, disciplinary remits, and geographical alignments, little space generally remains for case studies, which are on the whole presented in sweeping overview.

One of the critiques which is offered by contributors to the handbook is that the study of business discourse is multidisciplinary, yet not interdisciplinary enough with respect to its collaborations and analytic approaches, due in part to the exigencies of knowledge production within academic environments beleaguered by epistemological divisions and subject prestige differentiations. In fact, the handbook provides many astute insights also into the effects of academic culture on the definition of knowledge itself. As Part Two on 'Approaches and Methodology' overlaps to some degree with Part Three on 'Disciplinary Perspectives', however, it might have been illuminating, and certainly refreshing, to create some space for a section dedicated to what interdisciplinary work there actually is, ideally going into greater depth of discussion of relevant case studies, including the actual implications of such research to business itself and working people's life experiences.

Although business discourse represents a field which potentially bridges academic and professional spheres of sense-making and informed action, the transformative agenda which Bargiela-Chiappini, in fact, touches on at the very end of her introduction does not appear to be privileged as a topic in any of the contributions themselves (other than the usual references to the 'critical turn', which is not always practically applicable, or indeed particularly critically discerning). The handbook does comprise self-contained chapters which are, in theory, accessible to a wide range of audiences, although it may be more likely to attract academic scholars than trainers or professional change-bringers. Nevertheless, it undoubtedly serves as a valuable introductory and referential resource for anyone with an interest in the varied and expanding field of business discourse.

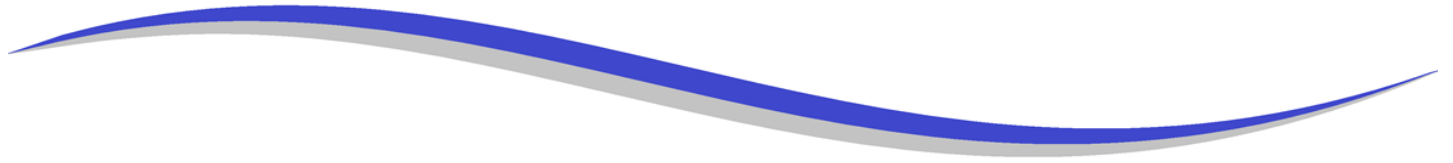
Marion Nao, Independent researcher

Pennington, M. C. and Hoekje, B. J. (2010). *Language Program Leadership in a Changing World: An Ecological Model*. Bingley, UK: Emerald. ISBN: 978-1-84950-746-2. £83.44

This book is a rare attempt to understand the leadership of an English language teaching (ELT) programme. It discusses the leadership of non-credit-bearing language programmes attached to a tertiary educational institute; however, most of the insights seem to be equally applicable to other types of ELT programmes. It persuades readers of the complexity of leading a language programme in an era of constant change, and provides research-informed tips on leading a programme. In contrast to more practice-focused publication (e.g. Guth and Pettengill, 2005), it additionally offers theorisation of leadership by presenting a language programme as ecology, or an ecosystem, which seems to be a major contribution to the fields of both ELT and leadership.

The book consists of three parts. Part I sets the background by arguing for the importance of language programmes in the globalised world, and introduces the book's key concept of 'a language programme as ecology'. It provides a clear understanding of the elements of a language programme, including intangibles that are often not appreciated in understanding a programme such as its unique mission and reputation; it describes the various institutional units it belongs to such as a continuing education or student affairs unit and what this entails; and it discusses how to establish a programme and ensure its effective functioning, using the metaphor of a language programme as ecology. Thus, it familiarises readers with the distinctive identities of language programmes and sets out to persuade them of the potential of the concept of ecology in understanding the leadership of language programmes.

Part II expands on leadership of a language programme. In Chapters Four and Five, the authors provide practical tips on how leaders can successfully deal with the two stakeholders, that is, students and faculty members, thoroughly reviewing leadership functions in relation to day-to-day realities. For instance, Chapter Four discusses the minute detail of a programme leader's responsibilities in relation to student immigration matters. Chapter Six presents a more theoretical discussion of leadership in general.



Part III, the final part, discusses what is involved in bringing in a change in a language programme. The authors present innovations as ‘fundamental’ processes for language programmes, which all readers will find relevant as the authors include as innovations relatively minor adjustments to programmes such as the decision to use a new set of reading materials (p. 238), as well as in-depth changes, for example revising the goals and objectives of a programme. They effectively summarise the process of innovation when they say that “[i]nnovation is not only **having** an idea; it is **translating** the idea into practical terms and **disseminating** it throughout a community” (p. 267, emphasis in the original). The importance of communication and of understanding creative recontextualisation of the original plans as an integral part of an innovation is very often reported in ELT innovation studies (e.g. Choi and Andon, 2014). This part provides other insights into innovations in different parts of the text, although these are not flagged up.

I read this book as someone familiar with ELT and its innovations, both in terms of its practice and its research, expecting to learn more about innovation and leadership in ELT as the series title suggests. The book met my expectations squarely. It outlines the major issues in the literature on innovation and leadership and provides practical tips for successful programme leadership by focusing on ways to fully utilize a programme’s innovation potential. This book will greatly help readers with a background in ELT who wish to learn more about the research on, and practice of, innovation and leadership. The book may be less helpful than it could have been to readers such as university administrators or school head teachers, who have a background in leadership and less familiarity with ELT. This is because some prominent issues in ELT, such as what should be chosen in an ELT curriculum (curriculum content) and how they should be taught (teaching methodology), are only mentioned in passing without much detail or explanation (p. 305). Perhaps this reflects the situation of actual leaders: the authors report results of a survey where programme directors were asked to list their most important job-related activities. The directors prioritised activities related to administration such as human resources management and public relations, with only a few mentioning curriculum (pp. 183-4). Nevertheless, given that that the actual content of a language programme and the way it is taught will significantly affect the quality of the programme, I expected more discussion on this matter. To be fair, the authors accept the

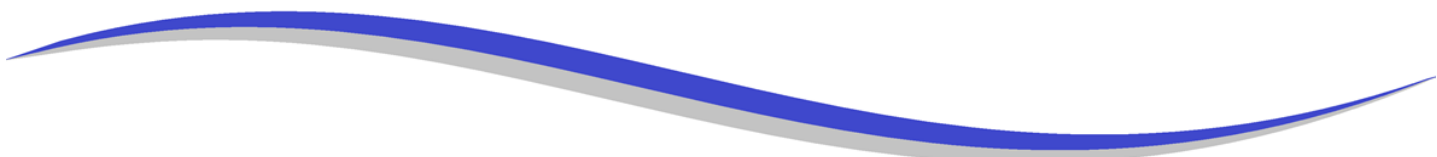
importance of these as they list teaching methods, curriculum and materials as featuring among technical skills needed for language programme leaders (p. 177), and they also discuss recent issues affecting ELT such as English as an international language (p. 301). Another feature of this book, the metaphor of a language programme as ecology, provides very persuasive insights into the leadership of ELT programmes; however, I have some doubts about the degree of similarity between ecologies in nature and ecologies around language programmes.

Overall, this book makes a great contribution to understanding leadership in ELT programmes, by theorising practice and providing practical tips drawing on relevant research. The book will prove most beneficial to language teachers who are interested in starting their own language programmes, or changing careers to take on administrative roles as programme directors. Of particular value are the 24 cases discussed, which provide a vicarious experience of leading a language programme. These cases reflect most of the complexities involved in making real life decisions that can affect the quality of programmes and the learning experience of students. As suggested by the authors, researchers who have access to language programmes may also be able to use this reader-friendly book as a pointer to possible topics of research.

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Milton, J. & Fitzpatrick, T. (eds) (2014). *Dimensions of Vocabulary Knowledge*. Basingstoke: Palgrave Macmillan. 207 pages. ISBN: 978-0-230-27573-7.

Milton and Fitzpatrick begin with their volume on 'dimensions' by explaining that "(t)he origin of this book lies in the annual conference of the British Association of Applied Linguistics (BAAL) held in Swansea in September 2008", Swansea – one of the leading lights of vocabulary research. The volume provides a collection of contemporary research, much related to Swansea in some way, on all of the different and central aspects of vocabulary knowledge. The work is intended for students of Applied Linguistics, providing a 'bigger picture' of word knowledge, its 'development', and 'how different areas within this area of research interrelate'. Nation's (2001) taxonomy, of 'what is involved in knowing a word' (p.27) is used throughout the volume and serves to highlight how L2 (vocabulary) learner knowledge in one area might link to knowledge and development in other areas. The other benefit of including Nation's (2001) taxonomy is to highlight just how far research has evolved.

The book has twelve chapters: chapter one introduces the volume and provides a historical setting; chapters two to ten relate in turn to each of Nation's nine word knowledge taxonomies; chapter eleven suggests the inclusion of an additional aspect of 'confidence in word knowledge'; and chapter twelve concludes the volume. Within each of the chapters relating to Nation's word knowledge table (2-10) there is first a thorough explanation of the particular aspect of word knowledge, an update on recent research, and a series of questions for further discussion related to the relevant 'aspect' in question; these end-of-chapter questions would appeal to undergraduate as well as postgraduate students of Applied Linguistics. Chapters two to eleven are reviewed below.

'Knowledge of Spoken Form' (by James Milton, Thomai Alexiou, and Marina Mattheoudakis), in chapter two, explores the relationship of how knowledge of sound and written word form interrelate in the growth of an L2 lexicon, and how rates of growth depend on the stage of lexical development. The chapter has significant implications for how lexicons might develop and, in particular, how learners have the potential to develop 'painlessly' if they adopt certain recommended strategies.

'Knowledge of the Written Word' (by Imma Miraplex and Paul Meara), in chapter three, presents a study that compares receptive vocabulary size, and speed of word recognition. The findings of the study are somewhat equivocal, but the discussion sets up some interesting avenues for further exploration. One such avenue is the intriguing notion that particular recognition times (i.e. shorter to longer) might relate to particular vocabulary sizes (i.e. smaller to bigger).

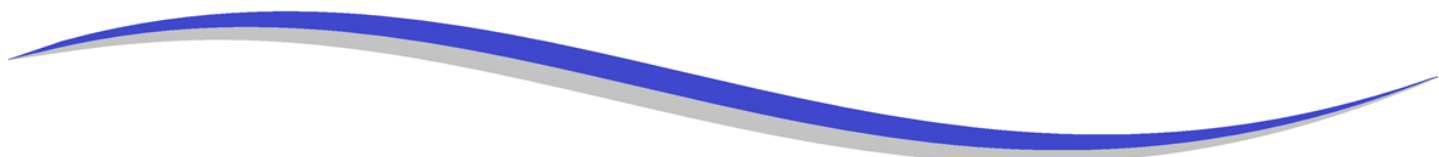
'Knowledge of Word Parts' (by Katja Mantyla and Ari Huhta), in chapter four, discusses word parts, particularly derivational knowledge, from a L2 learner perspective. The study appears to suggest that L2 lexicons should be relatively large before derivations can be inferred from base form changes. Interestingly, the authors relate their findings to CEFR levels, which is particularly intriguing because it suggests that there are different derivations one might expect from L2 learners at certain performance levels.

'Knowledge of Form and Meaning' (by Maria Pilar Agustin Llach and Soraya Moreno Espinosa), in chapter five, suggests that the form-meaning link is essential for L2 learners, and also argues that there are implications for L2 education in this regard because of the relationship between the form-meaning link and overall language success. The authors also point to the lack of research in this, apparently, obvious line of research.

'Knowledge of Word Concepts and Referents' (by Parto Pajoohesh), in chapter six, explores the relationship between a word and the ability to define it. The study has important implications for language policy, and suggests that there is a need for focused instruction in particular subject areas (such as maths, science, etc.).

'Knowledge of Word Associations' (by Tess Fitzpatrick and Ian Munby), in chapter seven, explores how different levels of L2 proficiency might be understood by word association response behaviour. The study suggests that different varieties of response behaviour can be expected at different levels (e.g. that an increase in L2 proficiency might relate to native-speaker-like organisation in associative performance). This suggests that an understanding of word association response behaviour might inform lexical retrieval and lexical processing.

'Knowledge of Grammatical Use' (by Jeanine Treffers-Daller



and Vivienne Rogers), in chapter eight, examines patterns of use, their complexity, and what is known about how patterns are learned. The descriptions in the chapter demonstrate just how complex this particular area of research is. The authors reflect on how the emergence of grammar is dependent upon vocabulary size, but also point to a lack of knowledge about the opposite (i.e. the extent to which vocabulary size can predict grammatical development).

'Knowledge of Collocations' (by Dale Brown), in chapter nine, explores the 'problem' of collocations for L2 learners of English. Despite the stated notion that that even low proficiency L2 learners appear to have a sense of conventional collocations, the study highlights the lack of research exploring how collocational knowledge develops in L2 learners. The paper is informative in offering guidance needed to decipher which particular collocations to teach at particular levels.

'Knowledge of Constraints of Use' (by Clarissa Wilks), in chapter ten, presents a discussion on the 'slippery' notion of what constitutes the construct 'constraints on use'. The chapter takes up one of the volume themes, which is the notion of determining how or whether different aspects of word knowledge might interrelate. The study raises several questions, including how we might define 'register' and how procedural word knowledge relates to the lexis of non-native speaker academic argument. The themes presented in this chapter are relevant for each of the studies (for a book of this kind), and are particularly instructive in directing future vocabulary research.

'Confidence in Word Knowledge' (by Jim Ronald and Tadimitsu Kamimoto), in chapter eleven, presents an aspect that is 'not mentioned in Nation's framework' (p.155), but is nonetheless one the two authors consider 'worthy of greater attention' (p. 171). The study shows that confidence in word knowledge is a clear and meaningful concept for L2 learners, and highlights additional important considerations for teachers including experience, personality, and the notions of under- or overconfidence.

In terms of the overall content of the volume, I felt it was extremely informative and comprehensive. The volume extends and refines our understanding of each of Nation's various aspects of knowledge, in terms of their content, but also in terms of their interrelation. The volume is to be

applauded in this second regard, as well as for placing studies in terms of practical application, with repeated reference to L2 teaching and learning. It was an enjoyable read and is successful in enhancing our understanding of the component parts of vocabulary knowledge. I recommend the book unreservedly!

Reference

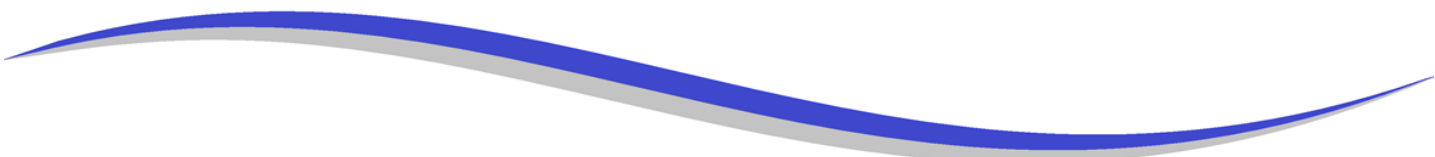
Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.

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Hood, S. (2010). *Appraising research: Evaluation in academic writing*. Basingstoke: Palgrave Macmillan. ISBN: 978-0-230-55349-1 (hardback), 240 pages, £52.

Appraising research: Evaluation in academic writing takes a systemic functional linguistic (SFL) approach to "reveal the ways in which academic argument and academic knowledge are socially constructed in and through discourse in dialogue with other knowledge and other knowers" (p. 3). The author, Susan Hood, focuses on introductions to published academic research articles from a range of disciplines, which she analyses as instantiations of the research warrant macro-genre. Hood emphasizes that the approach to genre in her volume is underpinned by a theory of language as a system of meanings (Martin and Rose, 2008), whereas other analyses of genre validate the genre models they generate through ethnographic means or on the basis of corpus linguistic evidence. This has implications for the claims that Hood makes; she acknowledges that "as a member of the academic discourse community [she] is inclined to read references to a study as 'relatively small in scale' as implying some kind of evaluative position with respect to that study. However, as an inexperienced reader of certain intellectual fields, the analyst may miss evaluative codings specific to a field, or may read evaluation where a categorical or technical meaning is assumed." (p. 74).



Looking through the lens of the metafunctions of language highlighted in systemic functional linguistics (ideational, interpersonal and textual), Hood identifies three sub-genres of the research warrant, namely: descriptive report of the object of study and of the field; description of the writer's own study; and contextual metaphor, which allows the writer to persuade the reader of the value of the research. The evaluative strategies used in this respect are to highlight the intrinsic worth or significance of the object of study; to create a space for new knowledge; and to offer a preview and evaluation of the research study proposed. These evaluative strategies are realised, explicitly or implicitly, through recourse to resources grouped under the attitude and graduation categories discussed in appraisal theory; attitude and graduation are explained in detail and illustrated with the help of excerpts from introductions in Chapters 3, 4 and 5, while Chapter 6 focuses on engagement (a third component of appraisal theory) to show how writers represent other authors' voices in their texts.

Hood's analysis of disciplinary differences in the use of evaluation is informed by the sociology of knowledge perspective illustrated in Bernstein's (1999) and Maton's (2007) work on knowledge structures and knowledge-knower structures in different fields. The questions Hood asks are prompted and shaped by insights from these authors' work. Another aspect that distinguishes Hood's work from other analytical accounts of academic writing is that central to her volume is a view of evaluation as "realised dynamically across a web of interrelated lexical and grammatical choices" (p. 28), which helps "open up spaces for more complex studies of disciplinary difference than are typically undertaken at present in corpus-based analyses of frequencies of occurrence of specific lexical or grammatical choices" (p. 177). Hood illustrates her analysis of evaluation in academic writing with excerpts from introductions to research articles from several disciplines, namely, education, cultural studies, building physics and chemical science. These appear to have been chosen according to the principle of maximum variation (indeed, Hood mentions in relation to the cultural studies articles that they were "discernibly different in certain ways from mainstream social science texts", p. 52). The role of the articles is to offer a "common point of reference" for further exploration rather than make a statement about typicality.

The pedagogic value of the analysis in the volume is highlighted in the introductory chapter, then explicitly addressed in the closing sections of the subsequent chapters (with the exception of the final chapter, which closes with recommendations for further research). A statement which confirms the pedagogic value of Hood's study is her emphasis that evaluation is not concentrated in specific stretches of text and is encoded not just through lexis but also through co-text and grammatical clause construction. Awareness of this will help writers avoid deploying evaluative strategies in a mechanical fashion, by choosing from a limited range of options.


Hood makes a number of valuable suggestions in relation to classroom applications; pedagogic strategies she suggests are deconstructing model texts with students, manipulating model texts to show how the intensity of evaluation can be graded and considering the impact of inserting or deleting evaluative items. How successfully these suggestions are put into practice, however, depends on the tutors' degree of comfort with the complex linguistic terminology that SFL authors have at their fingertips. A comment that Hood makes in relation to one of the texts she analyses, namely, that writer and reader may not share an interpretive grid, which may lead to a misreading of the author's evaluative intent, could be extrapolated to a classroom situation in which novice writers are invited to analyse evaluative strategies in texts whose object of study is insufficiently familiar to them. Hood argues that "the text itself will provide limitations to the meaning potential available to an individual reader or analyst" (p. 168), thus guiding the reader or analyst towards an appropriate interpretation. The extent to which this is indeed the case would need to be explored via ethnographic means, however. In an article which discusses the overlap and points of divergence between SLF and Academic Literacies, Coffin and Donohue (2012) note that attention to academic writing would benefit, among other things, from "coordinat[ing] the thick descriptions of insider, emic, knower oriented perspectives on academic texts in context/practices with outsider, etic, knowledge oriented perspectives" (p. 73). Hood's explicit reference to pedagogic practice does indeed seem to invite further exploration of the ethnographic, knower oriented kind.



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Jones, C. & Ventola, E. (eds) (2008). *From Language to Multimodality: New Developments in the Study of Ideational Meaning*. London: Equinox. ISBN 978-1-84553-347-2. pp. x + 341.

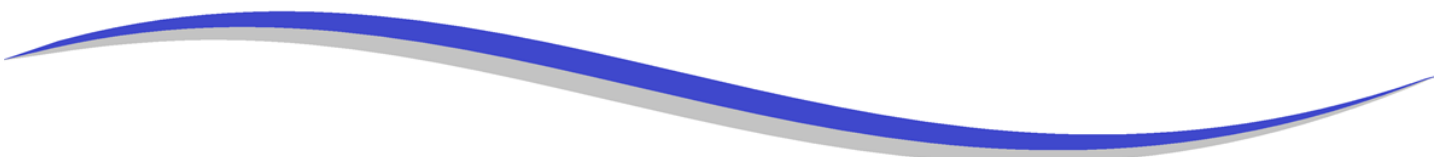
In the last few decades, there have been a number of excellent publications (e.g. Mahboob & knight 2010; Dreyfus, Hood & Stenglin 2012) which contribute substantially to the development of Systemic Functional Linguistics (henceforth SFL). The book under review can justifiably be described as one of them.

This edition is dedicated to the study of ideational meaning, i.e. the construal of experience, and contributes to both the theoretical development and pedagogical applications of the ideational metafunction. This book is organised into four parts. Part I introduces theoretical developments and addresses some practical issues of Transitivity analysis, in particular the classification of process types. Part II investigates the interactions of the ideational function with other metafunctions. Part III explores the pedagogical value of the ideational function within academic contexts. Part IV extends

the exploration of meaning-making resources beyond the linguistic aspect to multimodal discourses.

Part I consists of three papers addressing both theoretical and methodological issues concerning Transitivity analysis. Thompson's paper discusses how the investigation of lexicogrammatical choices of Transitivity can reveal the ideology encoded in a text. He applies three forms of analysis (Transitivity concordance, Transitivity templates, and the cline of dynamism) in text studies, which shows that the three approaches together facilitate our recognition and interpretation of the ideological assumptions of a text. It might be universally true that anyone who is involved with Transitivity analysis has noticed that it is quite challenging to code some instances in terms of process types. This challenge is taken up by the authors of Chapter 2 and Chapter 3. In Chapter 2, Flowerdew demonstrates how corpus observation could be helpful for dealing with this problematic issue. The authors of Chapter 3 point out that the difficulty and divergence of coding such clauses is "the result of the lack of explicit coding criteria" (p 63), and strongly ask for a set of stated criteria (cf. Halliday & Matthiessen 2013: 354).

The four papers in Part II explore the interactions of the metafunctions, which provide insightful observations on how language in use works. Chapter 4 and Chapter 5 are primarily concerned with the interaction between the ideational and interpersonal metafunctions. Lavid's study looks at how the interpersonal resource of emotion is construed in English and Spanish. It compares the semantic construal of emotion through lexicogrammatical choices in English and Spanish. The comparative analysis demonstrates that "English and Spanish share similar resources for the expression of emotions but differ in their systemic probabilities" (p 82). In Chapter 5, based on a parallel analysis of two topically related texts, Scott shows the power of combining the ideational and interpersonal analysis for the disclosure of ideology in texts. The other two chapters of this section mainly deal with the interaction of ideational function with textual function. Moore's paper investigates how experiential resources contribute to information organisation. It is shown that participant tracking is helpful for the identification of cohesive chains, and it is through this semantic relation that cohesion bridges the ideational and textual metafunctions. Srinivass's study explores the construal of temporal meanings through two grammatical resources: tactic augmentation and



circumstantial augmentation, within the context of tertiary chemistry textbooks. It is illustrated that circumstantial augmentation contributes to the experiential content of the text, and that clausal augmentation enhances the construction of chronological events.

Part III brings together ideational representation and knowledge construction. In Chapter 8, Montemayor-Borsinger's study shows that ideational representation varies chronologically in a physicist's academic writing. Based on an examination of *instantial* and *conventional* representation, it is argued that the physicist employs representational resources in a more strategic way to construct scientific knowledge in her later writings than in her earlier ones. Gardener furthers the issue of knowledge construction in different disciplines. She addresses this issue by analysing the choice of initial sentence subjects in student writing in different disciplines (e.g. English, history and psychology), which reveals the similarities and differences in knowledge construction across disciplines and years. McCabe and Gallagher's contribution is concerned with the use of nominal groups to package information in novice and professional writing. The results suggest that more effort should be made by novice students to learn the potential of nominal groups so as to improve their academic writing. The authors of Chapter 11 continue the examination of the construal of ideational meaning in English and Spanish students' writing. This study concludes with an urgent call to raise EFL students' awareness of genre and register.

The 'New Developments' of the title is best reflected in Part IV which discusses the construal of ideational meaning through multimodality. This section starts with O'Halloran's analysis of mathematics texts, which is valuable if somewhat inaccessible. Huemer further examines how different semiotic modes (i.e. language, image, sound and music) are combined for the construal of ideational meanings. In a similar vein, Maiorani focuses on investigating how experiential meanings and representational structures are integrated in the posters of *The Matrix* trilogy. The last two chapters of this book are more or less concerned with the co-articulation of image and verbiage in construing ideational meaning. Yang argues that the combination of visual and verbal information is helpful for the interpretation of children's construal of social events. Similarly, Sanz's study also shows the importance of the visual-verbal (or the image-verbiage) relationship in decoding

meaning in multimodal discourses, which is exemplified with the exploration of ideational meanings in political cartoons.

Summing up, the excellence of this edition arises from its comprehensive and in-depth analysis of ideational meaning in various contexts. Although the technicality of this edition might limit its readership to those who have a background in SFL, this is compensated for with a dedicated and detailed description of how experience is semantically construed from a systemic functional perspective. In a word, this edition greatly contributes to the literature of SFL and it is definitely worth reading.

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Su Hang, University of Birmingham



Publications received for review

The following books have been received for review. If you would like to review one of these books, or any other book of your interest, please contact Dr Christopher J Hall, the Reviews Editor, Department of Languages and Linguistics, York St John University, Lord Mayor's Walk, York, YO31 7EX. Your review should be submitted as an email attachment in MS Word to c.hall@yorks.j.ac.uk within two months of receiving the book.

Breeze, R. (2012). *Rethinking academic writing pedagogy for the European university*. Amsterdam: Rodopi.

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